



# **INDEPENDENT SCHOOLS INSPECTORATE**

**THE PARAGON SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## The Paragon School

Full Name of School	<b>The Paragon School</b>
DfE Number	<b>800/6004</b>
Registered Charity Number	<b>310234</b>
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Telephone Number	<b>01225 310837</b>
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Email Address	<b>tmills@paragon.priorpark.co.uk</b>
Head	<b>Mr Titus Mills</b>
Chair of Governors	<b>Commodore Chris B York KSG</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>246</b>
Gender of Pupils	<b>Mixed (148 boys; 98 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 38    5-11: 208</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>17 May 2011 to 18 May 2011 15 Jun 2011 to 17 Jun 2011</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in May 2007.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Paragon School is a preparatory day school for 246 boys and girls aged from three to eleven, set in its own extensive grounds a mile from the centre of Bath. Thirty-eight children are in the Early Years Foundation Stage (EYFS). The school was founded in 1911 as a Christian school and a Christian ethos underpins its values and ethos today. It is now one of three schools governed by the Prior Park Educational Trust. Pupils come mainly from professional and business families from Bath and the surrounding area. Most are from a white British background and there are pupils from other backgrounds giving a broad cultural mix. Standardised test results and the pupils' work indicate that the ability profile of the school is very broad, but generally above the national average. At present 39 pupils receive support for mostly mild learning difficulties and/or disabilities (LDD). There is one pupil with a statement of special educational needs. No pupils are presently in need of support to help them with English as an additional language.
- 1.2 The school aims to be an exciting and dynamic place where pupils acquire a thirst for knowledge and a love of learning. It seeks to promote the importance of moral, spiritual and social values and to develop the academic, creative and sporting talents of each pupil, ensuring a broad and balanced education of the whole person. The school is concerned to value every individual's talents and interests, encouraging pupils to take pride in their own achievements while celebrating those of others. The school aims to be outward looking, building links with parents and the local community, as well as appreciating the rich diversity of cultures from around the world.
- 1.3 Since the previous inspection the school has expanded and increased its staff, including the augmentation and restructuring of the senior team. Resources for information and communication technology (ICT) have been considerably expanded.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of the pupils' achievements is excellent. They achieve particularly well in English and mathematics. Pupils show excellent attitudes to learning, concentrating fully and maintaining good progress in lessons. The excellent, broad based curriculum meets the needs of the pupils and is carefully planned to ensure progress. The quality of teaching is excellent. Comprehensive assessment is used well to plan for each pupil's needs. Teaching engages the pupils' interest, posing well-judged questions that prompt pupils to think. The management of behaviour is excellent. The use of teaching assistants to support specific pupils is, however, variable.
- 2.2 The pupils' personal development is excellent and they display well-developed personal qualities. Pupils talk confidently about their feelings and attitudes. They have a strong moral sense and know the difference between right and wrong. A good social awareness is evident and pupils take responsibility in a variety of areas. Pupils learn to understand their own and other cultures, but preparation for life in multicultural Britain is relatively underdeveloped. The school has excellent arrangements for pastoral care and the welfare, health and safety of pupils. All staff in the school contribute to the care of pupils with warmth and friendliness. Pupils understand the school's expectations for good behaviour.
- 2.3 Governance, leadership and management are excellent. Governors are well informed about the school and decisions are firmly based on the educational needs of the pupils. Managers have a clear vision and the school has moved significantly forward since the last inspection, and a number of substantial developments have been introduced. All of the recommendations of the previous report have been implemented and the quality of teaching has improved significantly. The comprehensive development plan is a strong tool for moving forward, but criteria for judging its success, while much improved, are not yet fully measurable against pupils' learning experiences. The parents' responses to the pre-inspection questionnaire show strong enthusiasm for the school, but some expressed concerns about arrangements for pupils with LDD. The school accepts that a number of lessons have been missed. The involvement of parents in the formation and updating of individual education plans is not systematic. The school has excellent links with its parents overall, and they frequently come into the school to work with or alongside their children.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

### **(ii) Recommendations for further improvement**

- 2.5 The school is advised to make the following improvements.
1. Provide training for classroom assistants in the support of pupils with special educational needs and the most able.
  2. Refine the school development plan further to include more clearly measurable criteria for success against pupils' learning outcomes.
  3. Introduce systematic opportunities for the involvement of parents of pupils with LDD in the compiling of individual education plans.
  4. In the EYFS, reinforce children's awareness of the need for good hygiene.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The overall achievement of pupils of all abilities is excellent at all ages. The school is meeting well its aims of helping its pupils to acquire a thirst for knowledge, a love of learning and a pride in achievement. Pupils become increasingly secure in knowledge and understanding in their subjects and learn many new skills, which they apply successfully across the curriculum.
- 3.2 Achievement in English and mathematics is particularly strong. Strong development of literacy supports learning well across the curriculum. Pupils learn to read intelligently and write fluently for a variety of purposes. They write convincingly in a variety of roles and for different audiences. Story telling is frequently highly imaginative and well written. Some poetry by Year 6 pupils is deeply moving. The pupils' speaking and listening skills are frequently of high quality for their age. Most are competent speakers when they come into the school. In interviews, pupils throughout the school show high levels of articulacy and converse with confidence.
- 3.3 Number skills are very high and pupils successfully apply their mathematical skills across the curriculum. Graphs and the recording of data are used confidently in many areas. Mental arithmetic skills are rehearsed frequently and pupils often gain great pleasure from the challenge and rapid pace of these sessions. Pupils develop excellent skills in ICT that they use very well across the curriculum. From the evidence of their written work, pupils work effectively in science and develop good investigative skills. They understand how to set up fair tests. Excellent achievement is also evident in lessons and in the pupils' books in drama, music, art and French where pupils enjoy high levels of competency.
- 3.4 Pupils attain high standards in many extra-curricular activities. This is most notably evident in a variety of bands and orchestras, in design and technology and in sports. The school celebrates a number of individual and group achievements. In the past a number of athletes have achieved regional and national eminence in rugby and football. Pupils have gained success in musical instrument examinations, and the band performs regularly to parents and in the community.
- 3.5 The pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available attainment is judged to be high in relation to national age-related expectations in subjects across the curriculum. In subjects where standardised measures of progress are used pupils attain levels that are well above national norms. This level of attainment, as judged, indicates that pupils, including those with statements of special educational needs or with LDD, make excellent progress relative to the average for pupils of similar ability, particularly in literacy and numeracy. More able pupils also make excellent progress. They are provided with extension work in many lessons that challenges them and helps them to move on at an appropriate pace. In addition, the school has arranged extension classes for the most able which meet well the needs of gifted and talented pupils. Pupils are prepared well for entry into their senior schools. In recent years all pupils, including those with LDD, have achieved their choice of senior school. A high proportion of pupils has gained scholarships.
- 3.6 Pupils show excellent attitudes to learning. Girls and boys are enthusiastic learners; they concentrate fully and work to maintain good progress in most lessons.

Behaviour is exemplary and pupils come to lessons with an enthusiasm to learn. When teachers ask a question or ask for volunteers, almost immediately all hands are raised in eagerness to respond. Relationships with teachers are supportive and encourage good progress. Homework is invariably completed diligently. Pupils are keen to join in the evaluation of their work and their achievements. The school stresses the value and advantages of team work and pupils work well in small groups as well as individually or as a whole class. They approach their work with a keenness to take initiatives and responsibility. This was particularly evident in the project work undertaken by older pupils on China, where they had researched and explored with an eagerness that took them far beyond the original brief.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.7 The school provides an excellent, broad-based curriculum which meets the needs of its pupils well and covers all the appropriate areas of learning. It is fully consistent with the school's aims and successfully enables pupils to acquire skills of literacy, numeracy, speaking and listening.
- 3.8 Class teachers teach most subjects, but specialist teaching has increased in recent years and art, music, ICT, French, outdoor education, physical education (PE) and games are often taught by specialists. Curriculum planning has been refined to focus more closely on learning objectives and on the learning needs of each individual pupil, within a main structure of plans set out on the school's intranet. This meets the recommendation of the previous inspection.
- 3.9 The curriculum policy statement, which sets out the principles and organisation of a well-planned curriculum across the school, is implemented effectively. The curriculum includes much topic-based and cross-curricular work which, pupils say, makes the subjects interesting and meaningful. The use of the woodland area with weekly woodcraft lessons has been a considerable enrichment to the curriculum. The use of ICT is a significant feature of the curriculum with interactive white boards in every classroom and a resource of notebook computers that pupils borrow to support their work and research. A new homework policy has made the pupils' tasks more focused and reduced the amount of time pupils spend working out of school. This is seen as a positive innovation by pupils, teachers and parents.
- 3.10 Pupils with LDD are well provided for in individual lessons, which they receive in addition to their work in class. In the classroom the pupils are supported by classroom assistants, but the quality of this support varies. In most cases the support is very good, but not all classroom assistants have been trained in this work and, while not unsatisfactory, it is not always fully effective. An effective programme for pupils with particular gifts or talents has been introduced recently. Individuals have been identified and special lessons arranged for them. When required, arrangements are made to support pupils for whom English is an additional language.
- 3.11 In addition to the timetabled curriculum, an extensive range of clubs and activities is provided for pupils from Reception to Year 6. They extend their experiences in sports as well as in creative activities such as art club, orchestra, choir and drama, and they develop their language skills in the German club. A wide range of visits is arranged and pupils benefit greatly from visits to museums, art galleries and regional events. They listen to local visitors; recently a veteran from the Second World War came to talk about his experiences. In addition, pupils are occasionally taken on

extended visits to Europe, for instance Year 6 recently visited Flanders to find out about the First World War. The effective scheme for personal, social, and health education (PSHE) is well structured and planned.

- 3.12 Links with the local community are strong and help to broaden the pupils' knowledge and understanding of the world around them. Musicians visit a local care home to entertain the elderly. The recent 'Parallephant' project established valuable links with local primary schools. The pupils from the schools worked together to decorate models of elephants and raised money for one of Paragon's charities, a school in Uganda.

### **3.(c) The contribution of teaching**

- 3.13 The quality of teaching is excellent. It promotes the pupils' progress and supports the aims of the school very well. The quality of teaching has significantly improved since the previous inspection.
- 3.14 The planning of lessons is a considerable strength of the teaching. Teachers plan the main outlines of each lesson in collaboration with colleagues and then adapt the plans to meet the needs of pupils following previous learning. The planning strives to meet the needs of the different abilities in the class, usually in the practical work set to reinforce the learning objectives.
- 3.15 Teaching demonstrates good knowledge of the subject and is presented with authority. Questioning of pupils is skilful. Well-judged questions are asked that prompt pupils to think and respond to challenge so that they feel successful and rewarded in their learning. Often these are rapid and demanding of pupils who respond with enthusiasm and confidence. Questions that require open-ended responses are less evident than factual questions.
- 3.16 Teaching uses effective methods to engage the pupils' interest and time is managed well. Consequently pupils are enthusiastic about their work and often remain focused throughout. The pace of lessons is usually judged well. Frequently pupils are given time to answer challenging questions. The management of behaviour is excellent. It is positive, supportive and encouraging. Teaching helps pupils to work together so that they develop good co-operative and personal skills. The school is very well equipped with learning resources, they are well organised, of good quality, quantity and range. Teachers make good use of resources and this is particularly evident in their use of ICT.
- 3.17 The school has developed its assessment practice with significant success. Nationally standardised tests and progress data are used to evaluate the overall performance of the pupils and help management to be aware of the strengths in the school's provision. The school now has comprehensive information about each pupil's progress across a range of skills in English and mathematics. This is used well by teachers and management to track the pupils' progress; teachers are thus fully aware of the strengths and needs of the pupils in their class.
- 3.18 Marking is of very high quality, being positive, encouraging, accurate and up-to-date. It gives the pupils and their parents areas for improvement. In some subjects teachers set targets for their pupils and keep pupils focused on their targets orally. The main targets are noted in the pupils' exercise books. Very few teachers, however, comment regularly on targets in marking.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The pupils' personal development is of excellent quality and reflects the values of the school. Pupils are confident and relaxed and they enjoy school life.
- 4.2 Pupils show good spiritual awareness. They talk confidently about their feelings and attitudes and represent these in their writing and art work. Pupils respect each other's opinions and values and are happy to discuss their beliefs. When prompted, pupils reflect on deeper issues and readily discuss such matters as the feelings and motivation of soldiers at war. On occasion the pupils' work provides illustration of their spiritual awareness, for example, poetry by older pupils that reflects on the crucifixion of Christ. The school has established a firm Christian ethos and this is reflected in the pupils' prayer and reflection.
- 4.3 The pupils have a strong moral sense and show that they clearly understand fairness and the difference between right and wrong. The school clearly states its values and helps pupils to make moral decisions and to understand the importance of a personal code. Charitable giving is a strong feature of the school and the pupils have recently been supporting schools in Tibet as well as supporting local children's hospices.
- 4.4 Pupils develop an excellent social awareness. They take responsibility in a variety of areas, such as through the house system and the school council. Older pupils work responsibly as prefects and sports captains, and in positions such as head girl and boy. Pupils support each other through various friendship systems when, for example, older pupils read to the younger ones and the 'Buddy Bus stop' ensures that no one is left alone at playtimes. Pupils are strongly and effectively guided in their personal development by the well-structured PSHE programme. Staff are excellent role models and pupils are well-behaved and courteous, holding doors and gates open and greeting adults with openness.
- 4.5 Cultural development is a flourishing aspect of the school. Through strong experiences in the arts pupils learn to understand the experiences of their own and other cultures. Trips to museums, art galleries and concerts successfully promote cultural awareness, whilst visitors to the school, such as artists, both support the curriculum and enrich pupils' experiences. Pupils' awareness of other cultures and life in other parts of the world is extended through the links with schools in Uganda and Tibet, but their awareness of, and preparation for, life in multicultural Britain is at present relatively underdeveloped and pupils have little experience at school of people from other cultures.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.6 The school's arrangements for pastoral care and to ensure the welfare, health and safety of pupils are excellent and fully in accordance with the school's aims. They support well the pupils' excellent personal development. A strong culture of praise is established to encourage pupils and help them to feel valued. The pupils receive support and guidance from their class teachers and robust pastoral structures and channels of communication help the school to run smoothly. Parents value the pastoral care provided for their children.
- 4.7 The excellent relationship between staff and pupils is characterised by mutual respect and genuine warmth where each pupil is known and valued as an individual. The pupils themselves behave with kindness and courtesy towards each other, regardless of age or gender. All the staff in the school, including the domestic and administrative staff, contribute to the care of pupils with warmth and friendliness.
- 4.8 The school is very supportive in helping pupils feel part of the Paragon family. Pupils feel that their views are listened to and respected. The school councillors represent the pupils' views in their meetings with senior staff and report back to their classmates.
- 4.9 The school has highly effective arrangements for promoting good behaviour and dealing constructively with unacceptable conduct. Pupils understand the school's expectations for good behaviour and are well aware of the school rules. They value the many reward systems used throughout the school, such as stickers, certificates and celebration assemblies. Concerns about pupils are shared in staff meetings or by e-mail. Pupils feel safe and bullying is rare and dealt with effectively through an appropriate policy. Parents are always kept fully informed and pupils know that the staff care about them as individuals. They readily identify an adult to whom they would turn should they be worried about something.
- 4.10 Child protection procedures are comprehensive and detailed. Staff are suitably trained in safeguarding children and all training is up to date. All current staff and volunteers have been fully checked. Appropriate procedures are in place to reduce the risk from fire and other hazards. Fire practices are held regularly and all staff have received appropriate fire training. Suitable policies and procedures for ensuring health and safety are in place and implemented effectively. Detailed risk assessments are carried out for all parts of the school and educational visits.
- 4.11 The school has appropriate arrangements for first aid and dealing with illness, accidents and dispensing medicines. Treatment is recorded accurately. Staff are suitably trained in first aid. The admission and attendance registers are properly used and maintained. An appropriate plan is in place to continue improving accessibility for those with disabilities.
- 4.12 The benefits of a healthy diet and regular exercise are promoted strongly. Pupils understand healthy eating and what is meant by a healthy lifestyle. They frequently engage in physical exercise and outdoor learning, an aspect of the school's provision that they thoroughly enjoy. Meals served in school are healthy and of high quality.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 Governance is excellent. A number of the governors serve on sub-committees that look at the detailed aspects of governance for each school and represent their schools to the main governing body. These 'Boards of Advisors' also make recommendations to the main body.
- 5.2 Governors are well informed about the strengths and weaknesses of the school. Decisions about educational standards, financial planning and investment in staff, accommodation and resources are firmly based on the educational needs of the pupils in the school, within the financial parameters set by the board.
- 5.3 The governors are aware of their responsibilities. They discharge their duties fully and with due regard for their responsibilities for the protection of children and their welfare, health and safety. Governors support and challenge the management of the school appropriately. For example, when senior staff are appointed, clear guidelines and expectations are established for their initial years in office.
- 5.4 Governors visit the school frequently and the governing body has good insight into the working of the school. Development planning is fully established and is a very effective tool for informing governors and for taking the school forward. Most governors have undergone governor training and they have ensured that the arrangements for the appraisal of the head are in place.

### **5.(b) The quality of leadership and management**

- 5.5 Management and leadership are excellent. Managers have set a clear vision for the direction and ethos of the school, and the corporate spirit of the whole staff is excellent. Staff show a justified confidence and pleasure in their work, combined with a professional awareness of the need for objective self-evaluation and continuous improvement in support of the pupils' excellent achievement and personal development.
- 5.6 The highly effective senior team consists of the head, deputy head, assistant deputy, director of studies and head of pre-prep, to cover the academic and pastoral provision at each stage of the school.
- 5.7 The school has moved significantly forward since the last inspection. A number of substantial developments have been introduced, or are in the process of change. All of the recommendations of the last report have been implemented and the quality of teaching has improved significantly. Strong management and teaching have developed comprehensive and thorough modes of lesson planning, the tracking of pupils' progress and sensitive monitoring and evaluation, including self-evaluation, of classroom practice. Pupils' books are scrutinised regularly by heads of subject and by senior management. All staff show a strong commitment to, and understanding of, learning priorities and staff development has successfully improved the quality of teaching. Information from appraisal, from lesson monitoring, from assessments and from scrutiny of work is fed into the school development plan and into plans for continuing professional development. The comprehensive development plan is a strong tool for taking the school forward. At present, intended outcomes are set out

and their achievement measurable, but criteria for success are not yet sufficiently related to pupils' learning outcomes.

- 5.8 Staff are highly committed to the school and its pupils, and are effective in supporting the caring ethos of the school and in evaluating their work. All staff are suitably trained for their roles in safeguarding, welfare and health and safety. Suitable arrangements exist for checking the suitability of staff and governors before they begin working in the school. In-service training for all staff is a regular feature and the school is generous in its support for teachers to take part in in-service courses. Not all classroom assistants, however, are sufficiently trained to meet the needs of pupils with different learning needs. Resources are good and well-organised.
- 5.9 The administrative and domestic staff are sociable and welcoming; they make a valuable contribution to the life of the school, to the warm family atmosphere and to the pupils' welfare.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.10 The school has excellent links with its parents and invites them to become involved extensively and constructively in the life of the school. Parents play an important part in maintaining the warm family character of the school. They frequently come into the school to work with or alongside their children. For example, they bring their instruments and play with the pupils in the orchestra. Parents are welcomed on many occasions, such as to help with art or cooking. At certain times of the day large numbers of parents are in the school and the grounds talking to each other, supporting their children or working alongside them.
- 5.11 A wide range of information, including that required to be provided to parents of current and prospective pupils, is regularly provided through the weekly bulletin, school diaries and the school website. The school operates an 'open door' policy and staff are easily contactable by e-mail. Text messaging is used as an effective method to get information to parents quickly. Open days keep parents informed about current events and news. Information evenings on how mathematics is taught in the school, have been well received. Familiarisation days and activities are arranged to welcome new families into the school.
- 5.12 Parents' responses to the pre-inspection questionnaire show strong enthusiasm for the school. A small number expressed concern that support lessons for pupils with LDD have sometimes been cancelled. The school accepts that a number of lessons have been missed for a variety of reasons and now keeps records. The school's provision for pupils with LDD is good, but the involvement of parents in the formation and updating of individual education plans is not systematic.
- 5.13 Written reports of good quality are sent out each term with progress targets and comments from the class teacher. They are informative and positive and give good guidance for improvement. The school has an appropriate complaints policy. It implements its policies and handles the concerns of parents promptly and with care.
- 5.14 A well established and very active parents' committee contributes to the school in various ways. They raise considerable sums of money towards resources for the school and nominated charities and they have been highly supportive and influential at integrating families into social occasions.

**What the school should do to improve is given at the beginning of the report in section 2.**

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

### **6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

6.1 The overall effectiveness of the setting is outstanding. Teachers provide well conceived tasks that stimulate children and meet their needs very effectively, promoting confidence and an eagerness to learn. The caring environment ensures a warm, family atmosphere where all children have a secure start to their education. There is strong commitment to improve provision and numerous effective initiatives have been put in place since the last inspection.

### **6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

6.2 Leadership and management are outstanding. There is a strong sense of purpose and an ambition for further improvement supported by rigorous self-assessment. Staff take full advantage of opportunities for further training. Records, policies and procedures support effective learning for children. Strategies to ensure the children's welfare and safety are good and those to ensure equality are outstanding. Arrangements for the safeguarding of children are thorough. There is strong partnership with parents who are welcomed into school and who are very supportive. The learning environment is good; resources both indoors and outside are plentiful, of good quality and are used well to promote children's learning.

### **6.(c) The quality of the provision in the Early Years Foundation Stage**

6.3 The quality of the provision is outstanding. Teaching is always good and sometimes excellent and staff ensure that both the inside and the outside areas are used fully to provide valuable opportunities for learning. However, adults do not always remind children about the importance of good hygiene. The curriculum is balanced and enhanced by specialist teaching in French, physical education and music. Outside agencies are used for support where appropriate. Regular assessment ensures that staff have thorough knowledge of each child's stage of development, and use it well to plan activities that focus on each of their needs and promote good or exceptional progress. A careful balance is maintained between adult-led activities and those which are child-initiated. Children choose, explore and discover, so that they develop as increasingly independent learners able to make decisions and organise themselves. The calm, orderly routines, that include attention to children's safety and welfare, create an atmosphere in which children concentrate well, feel confident and thrive.

**6.(d) Outcomes for children in the Early Years Foundation Stage**

- 6.4 Outcomes for children are outstanding. Children are enthusiastic and their behaviour is exemplary. They make significant gains in their knowledge and are thoroughly prepared for the next step in their education. Children enjoy practising their reading and writing skills and they listen attentively. They count carefully and add two sets of numbers accurately. Their ICT skills are developing well as they use their phonic knowledge to move through programs. By the end of the EYFS many children have achieved the Early Learning Goals in all six areas of learning and some have exceeded them. Their social and communication skills are outstanding. Children understand about being safe and about healthy eating, but do not always remember the importance of good hygiene. Children make happy friendships with staff and other children.

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mr John Ayerst

Mr Adrian Morris

Mrs Catherine Peuleve

Mrs Jenny Clayphan

Reporting Inspector

Former Headteacher, IAPS school

Head of Lower Years, IAPS school

Early Years Team Inspector

Former Head of Junior Department, IAPS school